

# Pupil premium strategy statement 2022-2025

Updated October 2024

Updated September 2025

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school. The school has a 3 year strategy 2022-2025

## School overview

Detail	Data
School name	Holy Cross, Whitwick
Number of pupils in school	142 (excluding pre-school) 138 (excluding pre-school)
Proportion (%) of pupil premium eligible pupils	15% 14% 16 Pupils in receipt of PP 10 of those pupils have a SEND need (63%)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2023-25
Date this statement was published	October 2023
Date on which it will be reviewed	October 2025
Statement authorised by	Gavin Chambers

Pupil premium lead	Catherine Murphy
Governor / Trustee lead	Gavin Chambers

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,393 £28,385
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 £0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£28,385</b>

## Part A: Pupil premium strategy plan 2025-26

### Statement of intent

*It is our intention that disadvantaged pupils make at least the same progress as non-disadvantaged pupils and that they attain the same expected standards. Our strategy aims to eliminate, or at the very least diminish, the barriers to achievement that some children experience in their lives. Our school improvement plans always include consideration for disadvantaged and vulnerable, including those pupils with Special Needs or Disabilities (SEND).*

*We know that there sometimes disadvantaged pupils also have SEND and we work hard to identify, and then adapt, our provision for individual pupils according to their needs. We work with a range of external agencies including mental health support, education psychology, admissions & inclusion and autism outreach.*

*Our ethos and our mission is one of inclusion and that means we can provide some financial support so that children can take part in wider opportunities offered by the school and in the community. This includes some support for visits, visitors and residential trips.*

*We know that many disadvantaged pupils sometimes have to cope with difficult life circumstances. Our school community supports by giving individual help when needed through our Emotional Literacy Support Assistant (ELSA). The equalities, anti-bullying and behaviour policies which underpin the ethos of the school and are part of our Catholic values. The personal development curriculum is important to teach pupils how to self-regulate, understand the world around them and develop into rounded, compassionate young people. We aim to equip all pupils with the confidence, and knowledge to make good and positive choices as they grow up. This includes navigating the modern world, including the online world.*

*Our strategy is primarily focussed on Quality First Teaching for all pupils. Our curriculum is carefully planned so that learning builds on existing learning year on year taking into account the challenge of mixed year groups. Our leaders monitor this very carefully.*

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Disadvantaged pupils have on average lower attainment. 50% of Disadvantaged pupils also have additional Needs This has risen in 2025 to 57%
2	Lower levels of spoken language (vocabulary and grammar)
3	Emotional Challenges: the school has a larger than average proportion of Looked After Pupils
4	Lack of cultural capital and experiences of the wider world

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
All children to make expected progress	All children to have made the expected progress from their starting point (EYFS, KS1) Where pupils have fallen behind, they will need to make more than expected progress ie from Working towards in KS1 to Expected at KS.
To support pupils who have special educational needs (SEND) to thrive and achieve from their starting points. To ensure a skilled and supported workforce, particularly the support staff. To establish cost effective solutions to increasing SEND needs	All pupils with SEND who are pupil premium achieve from their starting points – Individual needs are addressed and supported using the EHCP and SEND support measures Resources are used effectively eg sensory circuits <b>The Nest has supported some SEND pupils to make small steps progress and example of good practice within the CMAT</b>

<p>Children to have effective phonic knowledge to allow them to become successful and confident readers</p>	<p>Measured by:</p> <ul style="list-style-type: none"> <li>• Phonics screening tests in Y1 or later in Y2</li> <li>• Expected standard at KS1 tests and Teacher Assessment of their reading</li> <li>• Reading the appropriate level for their age</li> <li>• Good reading habits are established along with a knowledge of books and authors</li> <li>• For SEND learners – moving through the phases / number of phonemes recognised and used to decode</li> <li>• Ability to blend and segment</li> </ul> <p>Encouraging reading is on-going with different approaches eg reading events.</p> <p>Phonics teaching is of good standard as observed by CMAT</p> <p>The Nest supports pupils with greater SEND needs to learn to read</p>
<p>Children supported emotionally in school through ELSA programme so that they can access learning successfully.</p>	<p>Children have additional support to help them cope with any day-to-day challenges and/or support with ongoing or historical challenges.</p> <p>ELSA currently working with 9 PP pupils (43%) or app PP</p>
<p>Children to have a wide experience of cultural and sporting opportunities</p>	<p>All children have the opportunity to take part in sporting and cultural events without barriers, including financial.</p> <p>Achieved 24/25</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12,500

<b>Activity</b>	<b>Evidence that supports this approach</b> (Using Education Endowment Foundation months progress)	<b>Challenge number(s) addressed</b>
Teaching Assistants to support pupils with their learning	Small group tuition (EEF+4) to deliver pre-teaching or embedding of learning TA interventions +4	1,2,3
Additional phonics teaching for those making insufficient progress including into Key Stage 2	EEF +5 Additional phonics with phase-targeted teaching in addition to the daily whole class phonics lesson	1,2,3
Teaching assistants supporting small groups	Pupils working below the level of their peers have the opportunity to learn in a small group, particularly when they are working below their year group. This includes 'The Nest' provision	1,2,3

### **Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £3,885

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Individual tuition to address gaps in learning including phonics in KS2	Individualised Learning EEF +4	1,2,3

### **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Before school club to encourage attendance	Children need to be at school on time in order to learn. A support for working parents and those who want to arrive a little earlier.	1,3
ELSA to provide emotional support	<p>Pupils need to be calm and feel supported despite challenges in their lives</p> <p>ELSA supports pupils with long term challenges or significant events such as bereavement.</p> <p>ELSA can provide individual or sometimes in small groups in order to facilitate good friendships</p>	3
Cultural and sporting events	<p>To promote the experience of the wider world.</p> <p>Children have some knowledge of the world as they will need to compete with less disadvantaged pupils later in life.</p> <p>Opportunities to compete and represent the school are important for a sense of belonging and self-esteem,</p>	4

**Total budgeted cost: £28,385**

## Part B: Review of outcomes in the previous academic year

1. Review of expenditure				
Previous Academic Year 2024-25				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>PP children to have improved vocabulary levels that can be used in speaking and their writing.</p> <p>PP children to have improved vocabulary levels that can be used in speaking and their writing.</p> <p>Promotion of knowledge rich vocabulary</p>	<p>Purchase of a new Literacy scheme, chosen for its focus on high quality texts, promoting higher levels of vocabulary.</p> <p>Purchase of a new Literacy scheme, chosen for its focus on high quality texts, promoting higher levels of writing.</p> <p>All medium-term curriculum plans to have subject specific language and knowledge highlighted and monitored.</p>	<p>There is an ongoing positive impact of Literacy Tree, particularly around the enjoyment of the text.</p> <p>The school has reviewed the spelling programme as it is felt this is an area for improvement in the school. Pupils are doing well in phonics but then sometimes struggle to make the correct spelling choice moving into Y2 and Y3.</p> <p>The new handwriting programme (Nelson) is supporting all pupils and is moving away from continuous cursive as a first approach to handwriting. Monitoring shows that standards of handwriting and presentation are improving but more can be done across all curriculum subjects.</p> <p>The ongoing behaviour focus especially behaviour for learning in the classroom has helped all pupils but particularly PP pupils</p>	<p>Literacy Tree continuing</p> <p>Trialling of Grammarsaurus for spelling programme</p>	
ii. Targeted support				

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>Where there is underperformance, the gap is closed between PP children and their non-PP peers.</p> <p>All pupils enthused to read. Individual reading is closely monitored to gauge progress. All reading books are at an instructional level.</p> <p>Improved attainment levels of writing for all PP children and</p>	<p>Targeted interventions daily for short periods focused on Reading, writing and Maths with a TA or class teacher.</p> <p>The accelerated reading programme assesses and monitors reading levels. The English lead has complimented the quality of books available by asking about pupil reading preferences.</p> <p>Purchase of a new</p>	<p>Last year the school had fewer interventions as the number of pupils with SEND needs has increased considerably. We introduced 'The Nest' to support pupils with similar SEND needs and this included some children who are PP. The establishment of The Nest impacts PP pupils as there is more TA support is more available in the classrooms, that would have been taken up with each child having a 1:1 TA.</p> <p>The Accelerated Reader programme has been beneficial to raise the profile of reading.</p> <p>PP+ pupils have benefitted from additional personal book allocations</p>	<p>Continue with Recovery focus on GPS</p> <p>Continue with KS2 phonics for identified individual pupils</p> <p>The Nest approach will continue into 25/26 and we will continue to look into creative ways to support those pupils who need support but don't have an EHCP or Top-up funding.</p> <p>Accelerated Reader to continue as it is felt that it encourages reading in all pupils. Further staff training is needed as many staff were not part of the original launch.</p>	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>Attendance to be above 95% for all pupils</p> <p>Pupils' experiences of learning and activity outside of the local area to be widened.</p>	<p>EWO to open or continue a dialogue of support for pupils</p> <p>Cultural, sporting and arts-based trips to be financially supported through PP funding.</p>	<p>Attendance approaches have been tightened and have benefitted from the Trust Attendance Lead who has provided training and on-going support. Attendance is tracked and pro-active measures put in place including drop -off club. 9 PP pupils regularly use this facility.</p> <p>In after school activities 8 pupils regularly used the clubs</p> <p>Attendance is in top10% of similar schools and top 25% of all FFT schools</p> <p>Other cultural and sporting opportunities were:</p> <ul style="list-style-type: none"> <li>• Orchestral concert at De Montfort Hall (KS1 &amp; KS2)</li> <li>• Trips have also been subsidised by the PTFA, keeping bus travel costs lower</li> </ul> <p>Pupil Premium pupils supported by Mrs Ward individually and also in groups. Individual support going into 25/26 43% of PP pupils</p>	<p>For sports and other after school clubs, we need to encourage more PP pupils to access these opportunities and look again at the barriers</p>	
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